

IX. APPENDICES

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APPENDIX A

CTW PRE-GHOSTWRITER ANNOTATED RESEARCH BIBLIOGRAPHY ON AFTER-SCHOOL MATERIALS

- Brustel. (1991, February). School-age child care second phase kit development study.
Research study involving focus groups with after-school administrators and group leaders in three large cities, designed to assist in the identification of directions for a possible second phase of kit development for the current after-school market.
- Hezel Associates. (1991, July). Square One TV Superkit extended use field test.
Field test of Square One TV Superkit, in which an assessment and description of the reactions to and uses of the Square One TV Superkit in 21 after-school child-care programs were made by gathering data about the after-school programs, the amount of use of Superkit materials, perceptions of group leaders, reported perceptions of participating children, and the environment of use of the Superkit.
- Inverness Research. (1991, July). A study of CTW kits in after-school settings.
Ethnographic study designed to understand the actual use and benefits of the Square One TV Superkit and 3-2-1 CONTACT Action Kit in use in a variety of settings, including after-school programs sponsored by schools, social service agencies, and YMCAs. All sites involved lower socioeconomic status groups.
- Katz, B. M. (1990, June). The first stage of research on the 3-2-1 CONTACT school-age child care project: Telephone survey & focus groups on early drafts of materials.
Telephone survey of over 130 after-school program administrators and group leaders, designed to define and describe after-school program staff and child populations, facilities and equipment, current programming, use of TV, current and future goals, and potential interest in materials related to 3-2-1 CONTACT.
- Katz, B. M. (1990, June). The second stage of research on the 3-2-1 CONTACT school-age child care project: Field test of the prototype 3-2-1 CONTACT Action Kit.
Field test of prototype 3-2-1 CONTACT Action Kit, designed to gather feedback on the materials from a representative sample of after-school program administrators and group leaders, through focus groups and actual use. A separate test of the Action Kit activity cards with children in after-school programs was also carried out.
- Katz, B. M. (1991, April). Final report of the Louisville extended use test of the 3-2-1 CONTACT Action Kit.
Field test of the 3-2-1 CONTACT Action Kit, designed to gather data on patterns of use in a variety of after-school program settings, impact on after-school programming, and group leader perceptions of appeal, comprehensibility, and usability.

Martin, L., & Shapiro, D. (1990, July). Squad One research report.

Multifaceted research study, involving a literature review, an information-gathering meeting with program and curriculum specialists, focus groups with program administrators and group leaders, and field observations of children using the prototype Squad One materials, designed to identify issues in school-based after-school programs relevant to the design of multimedia materials for that environment, review a prototype set of tapes, games, and activities based on Square One TV for use in after-school settings from the point of view of providers and children, and obtain data that would inform future designs of the materials.

Research Communications, Limited. (1990, June). Assessment of Square Plus video.

Two focus groups with after-school providers from programs serving 7-to 11-year-olds, designed to familiarize the providers with the Square Plus video and materials and gather their impressions. Feedback was later collected through observational summaries as well as follow-up interviews with the after-school care providers.

APPENDIX B

CTW ANNOTATED RESEARCH BIBLIOGRAPHY ON GHOSTWRITER MATERIALS

BBC Educational Broadcasting Services. (1991). GHOSTWRITER: Pilot program 1. London: British Broadcasting Company.

Designed and undertaken independently by the British Broadcasting Corporation (BBC), which airs GHOSTWRITER in the U.K. This study examined reactions to GHOSTWRITER among schoolchildren and teachers in Britain.

CES Research, Children's Television Workshop. (1991). GHOSTWRITER teachers survey. New York: Author.

Conducted by CTW with teachers whose students had participated in other GHOSTWRITER studies, assessed teachers' interest in using GHOSTWRITER in their classroom.

CES Research, Children's Television Workshop. (1991). GHOSTWRITER test phase: CES materials appeal study. New York: Author.

Conducted by CTW researchers, tested attention and appeal of the GHOSTWRITER television program in after-school settings.

CES Research, Children's Television Workshop. (1991). GHOSTWRITER test phase: CES materials field test. New York: Author.

A small-scale study conducted by Children's Television Workshop researchers to test leaders' and children's reactions to a Leader Activity Guide intended for use in after-school centers in conjunction with the GHOSTWRITER show and mini-magazine.

Children's Television Workshop. (1992). [Survey of GHOSTWRITER viewing among target-age children]. Unpublished raw data.

A survey of the viewing behavior of target-age children in 21 classrooms, immediately prior to and for six weeks following the premiere (to learn how, if at all, GHOSTWRITER affected their viewing choices during its time slot).

Children's Television Workshop. (1993). [Survey of GHOSTWRITER use among administrators in youth-serving organizations]. Unpublished raw data.

A survey of administrators of after-school programs, to determine how GHOSTWRITER materials were distributed and used by the five national partner youth-serving organizations.

Education Development Center. (1993). A naturalistic study of GHOSTWRITER use in after-school and school settings. Newton, MA: Author.

A naturalistic study, conducted through observations, interviews, and collection of written work, on the use of GHOSTWRITER materials, and on children's and adults' reactions to the GHOSTWRITER experience, in 20 after-school and school settings in four cities across the country.

Hezel Associates. (1992). Evaluation of the GHOSTWRITER Leader Activity Guide.

Syracuse, NY: Author.

National phone survey of 192 group leaders from the five national organizations serving as partners in GHOSTWRITER outreach efforts: Boys and Girls Clubs of America, 4-H Youth Development Education, Girls Incorporated, Girl Scouts of the U.S.A. , and the YMCA of the USA. The survey examines leaders' reactions to a prototype Leader Activity Guide and a description of special magazine page ideas to be used in the GHOSTWRITER magazine.

Hezel Associates. (1993). Evaluation of GHOSTWRITER magazine, Activity Guide and Teacher's Guide: A survey of program leaders. Syracuse, NY: Author.

A survey of after-school program leaders to whom GHOSTWRITER materials had been sent to determine leaders' awareness, use, and reactions to these project elements.

KRC Research & Consulting. (1991). GHOSTWRITER in-home test show study, volumes I-III (Report No. 2748, vols. 1-3). New York: Author.

Assessed appeal and comprehension of the print material (mini-magazine) as well as the television program, and explored the synergy between TV and print materials. The suggested activities were also tested. To better replicate actual viewing conditions, children in this study and their parents viewed the program and were interviewed in their own homes. The study design compared results from four different treatment conditions (TV only, TV and print, print only, watching TV together with a parent).

KRC Research & Consulting. (1991). GHOSTWRITER action segments study. (Report No. 2776). New York: Author.

Conducted with children in schools to specifically focus on the "Action Segments" portion of the program, in which viewers are encouraged to engage in literacy activities similar to those depicted on the program.

KRC Research & Consulting. (1994). An evaluative assessment of the GHOSTWRITER project. (Report No. 6416). New York: Author.

Focus groups were conducted with parents, teachers, and children to gather qualitative evidence of the impact of GHOSTWRITER in terms of its three major curriculum goals.

Maguire Associates. (1991). An assessment of after-school materials for the Literacy Project. Concord, MA: Author.

Eight focus groups, conducted with 116 after-school providers in four large cities, designed to assess how language arts is currently integrated into existing activities in after-school settings, gauge educators' reactions to the proposed materials and activities, and solicit their suggestions for the further development of what became the GHOSTWRITER project.

Maguire Associates. (1991). An assessment of the readability and comprehension of the GHOSTWRITER pilot programs. Concord, MA: Author.

Concentrated on the readability of print-on-screen, plot comprehension, and comprehension of the literacy activities depicted in the program. This study provided the most detailed information on children's ability to read print-on-screen and their understanding of specific scenes and literacy moments.

- Martin, L. (1991, July). GHOSTWRITER test phase: Focus groups with after-school leaders. New York: Author.
Focus groups with 20 after-school leaders including experienced and less-experienced leaders, from programs with a language arts component and from programs without such a component, designed to gather feedback to a proposed literacy show and related activities and how implementing such activities in after-school programs would impact on those programs.
- Martin, L., & Goodman, J., et al. (1992, February). GHOSTWRITER test phase: CES materials appeal study. New York: Author.
Field study that involved observations of children viewing GHOSTWRITER in three after-school programs. The purpose was to understand how motivated children would be to watch GHOSTWRITER in those settings when viewing was voluntary and in competition with other, potentially distracting activities. Specifically, the purposes of the study were to: describe children's attention to each of the four GHOSTWRITER test shows; describe how often children would choose to watch GHOSTWRITER over doing other activities; and to describe how well children liked each show, the print concepts, and the characters.
- Martin, L., & Goodman, J., et al. (1992, February). GHOSTWRITER test phase: CES materials field test. New York: Author.
Field research carried out in three after-school programs, designed to test the appeal and usability of the GHOSTWRITER Leader Activity Book designed by Community Education Services (CES) to go along with the show, describe how the GHOSTWRITER magazine was used in conjunction with the Leader Activity Book in the after-school programs, and examine links made between the magazine, the Leader Activity Book and the show in each of the settings.
- Nielsen New Media Services. (1993). GHOSTWRITER study, Wave I: March, 1993. Dunedin, FL: Author.
A recontact survey of a national sample of children of GHOSTWRITER target age, to assess their television viewing patterns and, for viewers of GHOSTWRITER, their use of and reactions to the show and other project materials.
- Nielsen New Media Services. (1993). GHOSTWRITER study, Wave II: May, 1993. Dunedin, FL: Author.
A recontact survey of a national sample of children of GHOSTWRITER target age, to assess their television viewing patterns and, for viewers of GHOSTWRITER, their use of and reactions to the show and other project materials.
- Peterson's. (1993). GHOSTWRITER teacher survey. Princeton, NJ: Author.
A survey of about 1,200 teachers to determine whether they had received GHOSTWRITER materials and to describe their uses of and reactions to these materials.
- Research Communications, Limited. (1991). Appeal and character assessment of four GHOSTWRITER pilots by primary grade children. Chestnut Hill, MA: Author.
Focused specifically on appeal of the television program and characters. Conducted in schools at six different sites around the country, this study used questionnaires, observations, and interviews to assess the appeal of the television program and characters, including moment-by-moment measures of appeal.

RMC Research Corporation. (1991). GHOSTWRITER discrete show study. Portsmouth, NH: Author.
Determined children's reactions to viewing only a single television episode, without others in the sequence. Collectively, all four shows were evaluated for appeal and comprehension.

Rockman, et al. (1993). A report on the GHOSTWRITER audience in four selected ADIs: Awareness, viewing, magazines, and activities. San Francisco: Author.
An in-classroom survey (questionnaire) of 6,000 children in four cities to assess awareness and viewing of the TV show and awareness and readership of the GHOSTWRITER magazine.

APPENDIX C

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